## Agile Mind
## *Mathematics 6-8*

**Degree of Evidence regarding the Standards for Mathematical Practice:**

## Limited evidence

**Summary of evidence:**

1. **Make sense of problems and persevere in solving them**. There is limited evidence of this practice throughout these grade levels. There was evidence of attempts to have students give meaning to the mathematics, but is generally just "tells" the meaning.
2. **Reason abstractly and quantitatively**. There is very little evidence to support this practice throughout these grade levels. Most problems require the students to solve the problem in a prescribed manner.
3. **Construct viable arguments and critique the reasoning of others**. There was limited evidence found of this practice used in this grade. There were some opportunities provided for students to explain their reasoning, usually at the end of the topic. Assessments generally required students to solve the prescribed method.
4. **Model with mathematics.** There are attempts throughout the grade level to model mathematics, however most examples are not grade level appropriate (either below or above grade level).
5. **Use appropriate tools strategically.** There is little to no evidence that the students are required to appropriate tools. Tools are demonstrated in some instances, but are not required to solve problems.
6. **Attend to precision.** There is limited evidence to document student development of this skill. There are some instances where students are asked to communicate their thought processes. There is minimal development of mathematical vocabulary.
7. **Look for and make use of structure**. There is moderate evidence of this practice throughout this series. Most lessons began by referencing prior knowledge, however, there was little to no evidence found where students were moved from specific examples to some level of generalization.
8. **Look for and express regularity in repeated reasoning.** There is limited evidence of this practice in these grade levels. There was some evidence was found in students seeing repetitiveness and reasonableness, however students are generally not required to discover these skills on their own.